

Eaton Elementary

10621666068704

Principal's Name: Elizabeth Buettner

Principal's Signature: *Elizabeth Buettner*

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

Title I SWP

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances



<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Elizabeth Buettner	X				
2. Chairperson – Wendy Bush – Community Member/Staff				X	
3. Co-Chairperson – Steven Butz - Parent				X	
4. Secretary – Phillip Mackey - Parent				X	
5. Cynthia Perry - Teacher		X			
6. Cindra Coles - Teacher		X			
7. Monica Rocha - Classified			X		
8. Jared Thomas - Parent				X	
9. Christa Wiens - Parent				X	
10. Colleen Wong - VP			X		
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date <u>3/29/2022</u> .

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Elizabeth Buettner		3/29/2022
SSC Chairperson	Wendy Bush		3/29/2022

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2022/23

Eaton - 0140

ON-SITE ALLOCATION

3010	Title I	\$36,075
7090	LCFF Supplemental & Concentration	\$131,240
7091	LCFF for English Learners	\$12,400
7099	ESSER III (learning loss/COVID impact, one-time funds)	\$71,740
TOTAL 2022/23 ON-SITE ALLOCATION		\$251,455

* These are the total funds provided through the Consolidated Application		
* Title I requires a specific investment for Parent Involvement		
	Title I Parent Involvement - Minimum Required	\$1,300
	Remaining Title I funds are at the discretion of the School Site Council	\$34,775
	Total Title I Allocation	\$36,075

Eaton Elementary 2022-2023 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
i-Ready ELA D2 proficiency - percentage of students on/above	✓		38.18 %	2021-2022	50.28 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		23.04 %	2021-2022	33.14 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

i-Ready ELA D2 Proficiency:

Key factors that contributed to the performance outcomes for ELA i-Ready include:

- A focused approach to best instructional practices
- Utilizing grade level PLC planning opportunities to align curriculum resources/materials to the depth of rigor within grade level standards
- Reading intervention (tier II) is addressed through our RtI team (two six-hour paras, classroom teachers, and admin. team)
- Additional 30 minutes of instruction for all classrooms, all students (August-December) and in eight classrooms, targeted students based on data (January-June)
- Tier III support provided by RSP teachers and paras - students with IEPs

i-Ready Mathematics D2 Proficiency:

Key factors that contributed to the performance outcomes for Mathematics i-Ready include:

- Teachers are providing learning opportunities related to conceptual understanding of mathematics, procedural skill and fluency, and application
- High quality first instruction including whole group, collaborative learning groups, and targeted small group instruction provide universal support

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

i-Ready ELA D2 Proficiency:

Factors that may have contributed to the disproportionality for low performing student groups include:

- Inconsistent student attendance due to pandemic health protocols
- Staff absences and vacancies due to pandemic health protocols
- Foundational reading skills needed additional support/intervention due to PS-2nd having none to minimal in-person school experience
- Inconsistent differentiated/targeted instruction due to pandemic health protocols (contact tracing)
- Reduction of PL and PLC time due to pandemic concerns per FTA and FUSD side agreements
- Inconsistent technology availability as student issued devices weren't always available, or maintained - supply at school minimal to create 1:1 ratio

i-Ready Mathematics D2 Proficiency:

Factors that may have contributed to the disproportionality for low performing student groups include:

- Inconsistent student attendance due to pandemic health protocols
- Staff absences and vacancies due to pandemic health protocols
- Foundational math skills needed additional support/intervention due to PS-2nd having none to minimal in-person school experience
- Inconsistent differentiated/targeted instruction due to pandemic health protocols (contact tracing)

- Utilizing grade level PLC planning opportunities to align curriculum resources/materials to the depth of rigor within grade level standards
- Additional 30 minutes of instruction for all classrooms, all students (August-December) and in eight classrooms, targeted students based on data (January-June)
- Use of GVC as well as ReflexMath to support students in learning basic math skills
- Tier III support provided by RSP teachers and paras - students with IEPs

- Reduction of PL and PLC time due to pandemic concerns per FTA and FUSD side agreements
- Inconsistent technology availability as student issued devices weren't always available, or maintained - supply at school minimal to create 1:1 ratio

Attendance:

Pandemic health protocols required students to quarantine which impacted attendance rates as follows:

As of 3/9/2022

- 16% - Severely Chronic
- 28.1% - Chronic
- 27% - Manageable
- 28.5% - Good

2019/2020 School Year (School closed this year on 3/13)

- 9.16% - Severely Chronic
- 9.2% - Chronic
- 18.1% - Manageable
- 70.2% - Good

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Reduction of PL and PLC time due to pandemic concerns did not allow for comprehensive site professional learning in developing and strengthening our Tier II targeted instruction
- Substitute release time for teachers to observe colleagues, plan instruction, attend IEPs/504s/SSTs was not utilized due to a decrease in substitute availability

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

- Professional learning/training on The Write Tools will be provided for K-6th teachers to streamline and refine our writing instruction (applied to GVC)
- Instructional support will be provided with on-site Instructional Coach - coaching cycles, data analysis, standards based planning, CFA and CSA developed, etc. (G1, A 1-3)

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC met on January 18, 2022 and February 22, 2022 to discuss the

2 ELAC:

ELAC is part of our SSC and shared the following at our 1/18/22 and

3 Staff:

Staff reviewed and revised 21/22 SPSA at Buy Back day, 2/28/22.

following:

- [The Write Tools](#) supports for student writing across the grade levels
- Technology supports (additional devices for student use, update to monitors and promethean boards in classrooms)
- Intervention supports/homework supports

2/22/22 meetings:

- English Learner support through designated ELD time as well as integrated ELD time
- Opportunities for parents to learn

They completed a needs assessment via forms and the following was suggested:

- K-6 Writing support ([The Write Tools](#))
- Technology upgrades
- Tier II implementation (intervention) opportunities
- Peer observation time
- Planning time
- Math supports

Action 1

Title: ELA - Balanced Literacy Plan for TK-6th grade

[Action Details:](#)

Eaton Elementary will implement a comprehensive, balanced TK-6th grade literacy program to support an increase in the percentage of students who are reading on grade level by the end of 2022/2023 school year, as well as subsequent years. This literacy program will focus on the improvement of foundational reading skills, written language, and comprehension of complex text. This will include a Multi-Tiered System of Support (MTSS) approach to literacy development: Tier 1 services focus on common core implementation of literacy standards in content areas so that students are developing and practicing grade level literacy skills daily (classroom first good teaching); Tier 2 includes opportunities for deployment, flexible groupings, and tutorials (MTSS with classroom first good teaching); and Tier 3 includes resource specialist services, mentoring, and tutorials. RSP will provide push in and pull out services for our students with IEPs. The Targeted Support Team (TST) will oversee the process for supporting students with academic needs. We will implement a balanced, comprehensive language acquisition program with integrated and designated English Language Development (ELD) instruction. Instruction and learning opportunities for English Learner (EL) students will be provided through Tier 2 deployments, as well as classroom instruction. Continued implementation of Personalized Learning Initiative, or Blended Learning, where students, with the support of teachers, are setting achievement goals, monitoring their progress towards their goals, and developing their literacy through technology based learning, cooperative learning opportunities with peers, as well as core curriculum utilizing the district adopted literature program. This will be the foundation for extending learning opportunities for students at, and above, grade level. During the 22/23 school year, Eaton will implement [The Write Tools](#) to support students' writing development. A full time instructional coach will be supporting the growth and development of teachers and ELA programs through coaching cycles and support in the implementation of the comprehensive literacy program.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

TK - 1st grade teachers and students will set and monitor the following:

- I-Ready diagnostic administrations with an EOY target of grade level benchmark
- Wonders diagnostic and Fluency quarterly administrations with an EOY target of grade level benchmark
- Push in and pull out services for students with IEP
- Progress monitoring through IEP process
- Implementation of [The Write Tools](#) (K-1st)

1st – 6th grade teachers and students will set and monitor quarterly, and/or bi-annually, goals:

- I-Ready diagnostic administrations with an EOY target of grade level benchmark
- ELPAC
- Weekly Common Assignments and Assessments
- Checks for Understanding daily
- Classroom walkthrough feedback
- Progress Monitoring (BAS, Basic Phonics Skills Test, *Wonders* weekly and unit assessments, *Wonders* diagnostic assessments, online assessments and teacher created items using CAASPP assessment platform - FIABs & IABs for grades 3-6)
- CAASPP data (grades 3-6)
- Implementation of [The Write Tools](#)
- Implementation of the TST request process for tier II interventions
- Push in and pull out services for students with IEP
- Progress monitoring through IEP process
- Sped PLCs will review data regularly

Effectiveness of data analysis and goal setting will be measured by quarterly progress of students, feedback from teachers/staff through surveys, IPG data report, and weekly feedback for classroom practice of the following:

1. Culture of Learning
2. Challenging Content
3. Student Ownership

As outlined on the Instructional Practice Guide

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- High quality, grade level first instruction from classroom teacher (Tier 1)
- Classroom foundations implemented in all classrooms (learning objectives, aligned instruction, closure, assessment)
- District adopted baseline curriculum supplemented by additional resources, e.g., suggestions from district scope and sequence
- K-6 implementation of [The Write Tools](#), a researched based program to give consistent tools to support writing across the grades in alignment with the GVC
- Differentiated small-group instruction based on K – 6th grade student’s identified needs (through the TST process and/or bi-monthly progress monitoring) – provided by classroom teacher, resource specialist, and paraprofessionals under the supervision of certificated staff (Tier 2 & 3)
- Demonstration lessons/coaching cycles with site instructional coach
- Push in and pull out services for students with an IEP
- Inclusionary practices to increase mainstreaming time for SPED students and to provide all students equitable access to succeed (Tier 1 & 2)
- Differentiated instruction in K – 6th grade classrooms through adaptive literacy program technology, e.g., classroom tablets, to support student early literacy skills, reading and comprehension
- Designated and integrated ELD instruction
- Continued practice of Personalized Learning Models designed by lead teachers and grade level teams and supported by instructional coach
- PLC teams will continue to improve instructional supports and provide intervention/ELD through the MTSS process
- ELs, foster youth, and Title 1 students will have priority in after/before school supports

Owner(s):

District Assessments:

- Site Test Coordinator
- Teachers
- Resource Specialist (RSP)
- PLC Teams
- VP
- Principal
- ELPAC Assessors

Grade Level Assessments:

- Teachers
- PLC Teams
- Instructional Coach
- VP
- Principal

Progress Monitoring:

- Resource Specialist RSP)
- VP
- Instructional Coach
- TST
- Teachers
- Paraprofessionals (MTSS)
- PLC Teams
- Principal

Timeline:

District Assessments:

- Quarterly/Tri-annually

Grade Level Assessments:

- Weekly/Daily

Progress Monitoring:

- Weekly/Monthly/Quarterly
- *Wonders* Diagnostics, BAS & fluency will be monitored quarterly. CFAs will be monitored to ensure that students are on target to meet EOY grade level benchmarks

Specify enhanced services for EL students:

- ELPAC chats with targeted students
- CAELD Standards
- Designated ELD instruction from certificated teacher during school wide RtI time
- Integrated ELD instruction in flexible groupings
- ELD supported through technology based instruction
- Materials and supplies for EL students (including mathematics)
- ELPAC assessors to assist with administration of assessment
- Personalized learning plans/targets specific to EL students (including mathematics)
- Intervention paraprofessional support for EL students (prioritized by EL levels based on ELPAC and progress monitoring data)

Specify enhanced services for low-performing student groups:

- After school tutoring for targeted students, ie. foster youth, EL learners, low achievement scores, based on state, district and classroom assessments
- Data chats for identified students at risk - Hispanics & students with disabilities
- Intervention paraprofessional support for at risk students (ie. foster youth, EL learners, nearly met and/or not meeting standards on CAASPP)

Action 2

Title: Mathematics - Comprehensive Plan to support K-6th grade

Action Details:

Eaton Elementary will provide a comprehensive balanced mathematics program through high quality instruction and learning opportunities for students to build and strengthen their conceptual understanding, procedural skill and fluency, and application. Teachers will develop, implement, and/or refine, instructional practices that support high level thinking skills and the eight mathematical principles with a focus on providing lessons that make appropriate connections from concept to content within and across grade levels. Use of online adopted curriculum resources, and standards based supplemental resources, e.g. Prodigy, Reflex Math, will also be utilized to support student learning and monitor progress. School wide implementation of a personalized learning model, or Blended Learning, will support students learning through technology based instruction. Instructional coach will support students and teachers through demonstration lessons and coaching cycles. The Targeted Support Team (TST) will oversee the process for supporting students with academic needs. RSP teacher and paras will provide push in and pull out services for our students with IEPs.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

TK – 6th grade teachers and students will set and monitor quarterly, and/or bi-annually, goals:

- I-Ready diagnostic tri-annual administrations
- Common Assignments and Assessments
- Checks for Understanding daily
- Grades
- Classroom walkthrough feedback
- Progress Monitoring (Online assessments and teacher created items using *CAASPP* assessment platform, IABs - Interim Assessment Blocks & FIABs - Focused Interim Assessment Blocks)
- Coaching cycles and demonstration lessons with site instructional coach
- CAASPP data (grades 3-6)
- Implementation of the TST request process for tier II interventions
- Push in and pull out services for students with IEPs
- Progress monitoring through the IEP process
- Sped PLCs will review data regularly

3rd - 6th grade students will have access to supplemental on-line platforms, Prodigy, Reflex Math, Frax, etc. that aligns to state standards.

Effectiveness of data analysis and goal setting will be measured by quarterly progress of students, feedback from teachers/staff through surveys, IPG data report, and weekly feedback for classroom practice of the following:

1. Culture of Learning
2. Challenging Content
3. Ownership

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- High quality, grade level first instruction from classroom teacher (Tier 1)
- Classroom foundations implemented in all classrooms (learning objectives, aligned instruction, closure, assessment)
- District adopted baseline curriculum supplemented by additional resources, e.g., Prodigy, Reflex Math, Frax (free - upgrade if funds allow)
- Differentiated small-group instruction based on student's identified needs (through TST process) – provided by classroom teacher, resource specialist, instructional coach, and paraprofessionals under the supervision of certificated staff (Tier 2 & 3)
- Opportunities for teachers to experience coaching cycles with on-site instructional coach
- Push in and pull out services to be provided for students with IEPs
- Inclusionary practices to increase mainstreaming time for SPED students and to provide all students equitable access to succeed (Tier 1 & 2)
- Differentiated standards based instruction in 3rd – 6th grade classrooms through Prodigy and Reflex adaptive mathematics program (free - upgrade if funds allow)
- Technology to reinforce student math and problem solving skills, to also include, but not limited to, tech availability
- Supplemental contracts for teachers to offer after school tutoring for students at risk
- Homework support through after school program (grades K – 6th)
- EL appropriate interventions based on data

Specify enhanced services for EL students:

- ELPAC chats with targeted students
- Designated ELD instruction from certificated teacher to support math learning
- Integrated ELD instruction in flexible groupings to support math learning
- ELD supported through technology based instruction

Owner(s):

District Assessments:

- Site Test Coordinator (VP)
- Teachers
- Resource Specialist (RSP)
- PLC Teams
- Principal

Grade Level Assessments:

- Teachers
- Instructional Coach
- PLC Teams
- VP
- Principal

Progress Monitoring:

- Resource Specialist
- VP
- Instructional Coach
- TST
- Teachers
- Paraprofessionals (MTSS)
- PLC Teams
- Principal

Timeline:

District Assessments:

- Quarterly/Tri-annually

Grade Level Assessments:

- Weekly/Daily

Progress Monitoring:

- Weekly/Monthly/Quarterly

Specify enhanced services for low-performing student groups:

- Priority into homework clubs and extra support will be given to students who are struggling, not or near meeting standards on assessments, prioritized by foster youth, EL status, Hispanic, Sped, etc.)
- Data check ins with teacher/staff to support student progress monitoring of their academic achievement - Hispanics and students with disabilities

- Monitor EL status (newcomer, LTELs, at-risk ELs), language progress, and academic achievement

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0140 Eaton Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		9,653.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		10,646.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: BrainPOP site license	3,515.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials & supplies to support instruction **No food or incentives**	1,883.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub release peer observations/planning/data chats	11,089.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3125		8,871.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & supplies all programs	16,746.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Sub release EL IEPs/504s/SSTs	1,687.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Translation supplemental - No IEPs/504s	603.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors - Supplemental Contracts	2,499.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.0625		1,774.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials & supplies EL programs	1,209.00
G1A1	One-time School	Instruction	Teacher-Subs			TWT Peer observations (subs)	10,126.00
G1A1	One-time School	Instruction	Mat & Supp			: Materials for TWT **No food or incentives**	6,670.00
G1A1	One-time School	Instruction	Travel			: Training/Travel exp. TWT	10,135.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Supplemental for planning **No IEPs**	6,833.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Nearpod site license	950.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Frax Math site license (3rd-6th)	1,295.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Sub release for IEPs/SSTs/504s	4,339.00
G1A2	One-time School	Instruction	Nc-Equipment			: Technology-Lg monitors/classroom needs	40,000.00
G1A2	One-time School	Instruction	Direct-Maint			: Maintenance/repair tech.	1,000.00

\$151,523.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓		82.36 %	2021-2022	90.46 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

- Study trips limited due to pandemic health protocols; virtual options provided
- School wide events and student clubs canceled due to pandemic health protocols
- Music was reinstated part way through pandemic
- Elementary athletics limited to on site practices and scrimmages; no interscholastic sports

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

- Classroom music limited to specific grade levels/virtual options provided, but without training/review ahead of time
- School wide events and student clubs canceled due to pandemic health protocols
- Elementary athletics limited to specific grade levels
- Lower attendance rates impacted student participation rates

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Study trips limited due to pandemic health protocols; virtual options provided
- Events and clubs canceled due to pandemic health protocols
- Elementary athletics limited to on site practices and scrimmages; no interscholastic sports

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

- Provide after school clubs and activities led by teachers, staff, and community partners focused on art, drama, dance, SEL development, cultural awareness, and STEM
- Encourage ALL students to participate in district provided study trips
- Continue to build relationships with community partners/parent club to support activities and events
- Calendar student performances, family events, and community builders to strengthen climate/culture of school

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC met on January 18, 2022 and February 22, 2022 to discuss the following:

- Increase parent volunteer recruitment (chaperones for study trips)
- Family recruitment in parent club/SSC/ELAC

2 ELAC:

ELAC met on January 18, 2022 and February 22, 2022 to discuss the following:

- Increase parent volunteer recruitment (chaperones for study trips)
- Family recruitment in parent club/SSC/ELAC

3 Staff:

During Buy Back on February 28, 2022, staff reviewed SPSA and made the following suggestions:

- Intentional promotion of study trips far in advance of date of trip
- Increase school community events for families and staff

Action 1

Title: Character Competencies for Success

Action Details:

Eaton Elementary will continue to expose students to a variety of opportunities for student to participate in real-world learning experiences and gain an awareness of career possibilities.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Owner(s):

Timeline:

- Goal 2 activities participation/attendance rates
- School-wide second step curriculum utilized weekly
- School-wide weekly class meetings in all classrooms
- Participation in career day
- Student climate culture survey
- Social skills group participation

- Climate/Culture Team
- Teachers
- CWAS II, RCA, HSL
- Library tech.
- VP
- Principal

- Quarterly updates in ATLAS
- Weekly classroom walk-thrus
- Monthly data analysis
- Annual Climate/Culture survey
- Attendance rates for activities

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Monthly awards for 1st-2nd grade students
- Semester awards for 3rd-6th grade students
- Monthly Goal 2 recognition at blacktop assemblies
- Social skills reinforced in small group setting with CWAS II, RCA & psychologist as needed and determined by TST
- Weekly 2nd Step lessons in social skills
- Daily class meetings

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

- Monthly data chats with EL students to foster and support engagement
- ELPAC chats and goal setting with ELs
- Designated ELD instruction from certificated teacher
- Integrated ELD instruction in flexible groupings
- Home visits to support EL families

- Student surveys conducted to determine interests in career opportunities
- SSC/ELAC input into increasing engagement and participation in events

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		45.83 %	2021-2022	25.23 %
Suspension Rate - Semester 1	✓		2.05 %	2021-2022	1.72 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Attendance:

Data:

Pandemic health protocols required students to quarantine which impacted attendance rates as follows:

As of 3/9/2022

- o 16% - Severely Chronic
- o 28.1% - Chronic
- o 27% - Manageable
- o 28.5% - Good

2019/2020 School Year (School closed this year on 3/13)

- o 9.16% - Severely Chronic
- o 9.2 % - Chronic
- o 18.1% - Manageable
- o 70.2% - Good

- Communication and clarification of COMD quarantine protocols via School Messenger, Social Media, teacher communication, SSC, ELAC, parent club
- Attendance clerk followed up on all absences, making personal contact with families
- CWAS Tier II followed up with chronic absences

Suspension/Misbehavior:

Data:

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Attendance:

- Due to pandemic and health concerns, perfect attendance was not emphasized this school year to support students and families following the health protocols
- Health protocols required students to quarantine for 10 days, or longer, depending on diagnosis and close contact status
- 50% (34/68) of our students with special needs have chronic or severely chronic absenteeism rates

Suspension/Misbehavior:

- Social emotional needs have increased due to pandemic and in-person school closure; students, especially PS-2nd grade, have little to no exposure to formal in-person education
- 3/8 suspensions this year are at the K level, and all of them have more than one suspension

As of 3/16/22

- 97 students had misbehavior entries (levels 1-3)
- 27 students had misbehavior entries (level 3)
- 334 misbehavior entries (levels 1-3) overall
- 8 students suspended
- 3/8 having more than one suspension; all 3 in kindergarten
- Schoolwide behavior expectations assemblies presented first week of school and first week of Spring semester
- Guidelines for success posted in common areas
- Classroom expectations reviewed and posted in classrooms
- Schoolwide daily class meetings held from 8:30 - 9:00 AM
- Utilization of Hand in Hand Mentor, RCA, and CWAS Tier II to support Tier II social/emotional needs
- Inconsistent implementation of Second Step curriculum (digital)

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Attendance recognition, but not emphasized and no incentives to support
- Due to pandemic health protocols assemblies and celebrations were halted
- Inconsistency of PLC time to reflect and refine SEL practices and strategies for implementation
- Deployment of students for interventions to support academics was halted due to pandemic health protocols, leaving less time for students to practice interactions with various students
- Mask mandates made it difficult to identify facial cues for SEL and interactions
- Inconsistency implementation of Second Step curriculum (digital) due to lack of professional learning opportunities
- Professional learning opportunities were decreased impacting our learning about levels of misbehavior and ATLAS entry protocols
- Inconsistent Hand in Hand Mentor personnel (attendance issues, change of placement, etc.)

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

- Reinstate attendance awards and incentives
- Positive recognition opportunities increased through rewards, incentives, assemblies, etc.
- Schoolwide implementation of digital Second Step curriculum (weekly)
- Schoolwide implementation of Morning Meetings (daily)
- Professional learning on ATLAS entries (misbehavior/positive behavior) - teacher responses to behaviors
- Implement a TST (Targeted Support Team) request protocol - prior to SST
- TST will be comprised of various staff members to support academic and SEL (Tiers I, II, & III) - prior to SST
- CWAS Tier II will monitor a caseload of students requiring Tier II supports
- RCA will support Tier I in tandem with classroom teachers
- School Psychologist will be on site full time, so supports for Tier III needs will be addressed in a timely manner

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC met on January 18, 2022 and February 22, 2022 to discuss the following:

- Build up attendance incentives
- Create atmosphere where students want to be
- Positive praise and awards
- Communication with families

2 ELAC:

ELAC met on January 18, 2022 and February 22, 2022 to discuss the following:

- Build up attendance incentives
- Create atmosphere where students want to be
- Positive praise and awards
- Communication with families, especially those whose second language is English

3 Staff:

During Buy Back on February 28, 2022, staff reviewed SPSA and made the following suggestions:

- Focus on attendance - incentives/recognition
- Intentional promotion of study trips far in advance of date of trip
- Increase school community events for families and staff
- Revisit schoolwide levels of misbehavior/consequences and process
- Revisit/revise PR (Personal Reflection) Program

Action 1

Title: Connection to School - A safe, fun place to learn and grow

[Action Details:](#)

Eaton Elementary will increase student connections with their peers and caring adults at school through engagement in arts, activities, and athletics. Students will be given opportunities to participate in bi-monthly elective activities provided by staff members to engage students and provide opportunities for students and staff to build positive relationships. Classrooms will hold daily class meetings and practice social skills development. A CWAS Tier II (Child Welfare & Attendance Specialist - SEL), and an RCA (Resident Counseling Assistant) will provide a safe place for students to build relationships, practice social skills development, and set goals & reflect on behaviors and attitudes towards school. Clubs will be offered to support school connectedness and community outreach. Our site Climate/Culture Team (CCT) will review data monthly to determine needs, and acknowledge areas of growth. The Targeted Support Team (TST) will review requests for SEL supports on a bi-monthly basis.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Goal 2 activities participation/attendance rates
- School-wide 2nd Step curriculum utilized weekly - digital lessons 20/year
- School-wide weekly Class Meetings facilitated in all classrooms (TK-6th)
- Social Skills group participation
- Participation rates for SOAR
- Eagle's Nest attendance
- Progress monitoring completed through the IEP process

Owner(s):

- Climate/Culture Team
- Teachers
- Psychologist
- HSL
- CWAS Tier II(Child Welfare & Attendance Specialist)
- RCA (Resource Counseling Assistant)
- TST (Targeted Support Team)
- RSP Teacher
- VP
- Principal

Timeline:

- Quarterly updates in ATLAS
- Weekly classroom walk-thrus
- Monthly data analysis
- Annual Climate/Culture Survey
- Quarterly progress reports

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Monthly awards for 1st & 2nd grades
- Semester awards for 3rd - 6th grades
- Monthly Goal 2 recognition at blacktop assemblies
- Bi-monthly opportunities for students to participate in SOAR time (STEM lessons, enrichment extensions, etc.)
- Social Skills reinforced in small group settings with CWAS, RCA and psychologist
- Weekly 2nd Step lessons in social skills
- Daily class meetings
- Push in & pull out services for students in RSP program
- Free exploration in PS-Kinder
- Partnering with community for learning presentations, e.g. Geologist from CSU Fresno presented to grade levels on volcanoes, Zoo Mobile, Bricks for Kidz

Specify enhanced services for EL students:

- Monthly chats with EL students to foster and support goal 2 engagement
- ELPAC chats with targeted students
- Designated ELD instruction from certificated teacher Integrated
- ELD instruction in flexible groupings
- Cultural Fair hosted by ELAC

Specify enhanced services for low-performing student groups:

- High risk students will be identified through multiple data sources (attendance, behavior, participation) and proactive interactions will be developed by designated staff (TST). Our TST will implement and support a process to evaluate and prioritize requests for student support. Progress monitoring will be provided to stakeholders on a monthly basis.

Action 2

Title: Attendance/Suspensions - Stay in school

Action Details:

Eaton Elementary will support student attendance and connection to school by providing comprehensive social/emotional supports through a Resident Counseling Assistant (RCA). A Child Welfare & Attendance Specialist - tier II (CWAS) & a Home School Liaison (HSL) will support high risk students who are not attending or engaging in school. The school will continue to implement a tiered level of response to behavior incidents, recommending counseling resources for tier III, to limit incidents that result in suspension, and enhance campus safety for all stakeholders. This will be carried out through the TST process. To support college and career readiness for our students, we will reduce the amount of chronic absenteeism while increasing our overall site ADA.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Attendance records
- Health office referrals
- Home visits when necessary
- Number of classes with 10 days of perfect attendance (recurring)
- Administrative meetings
- Attendance reports (ATLAS)
- Daily attendance report
- Attendance Administrator Meetings – A1
- Student engagement – Goal 2 activity
- Student participation/enrollment in restorative practices
- Student attendance in Eagle's Nest (RCA room - alternative environment for students to cool down, refocus, and/or meet for social skills development
- Number of home visits

Owner(s):

Attendance Data:

- Attendance Clerk
- HSL
- CWAS Tier II
- Teachers
- Climate/Culture Team
- Principal

SEL Participation:

- Teachers
- CWAS/RCA/HSL
- Climate/Culture Team
- TST
- VP
- Principal

Parent Meetings:

- Attendance Clerk
- CWAS/RCA/HSL
- Principal

Semester Awards:

- Teachers
- Principal

Timeline:

- Daily from August 2022 through June 2023
- Monthly A1 meetings
- Quarterly review of data

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Awards and incentives to encourage attendance
- Recognition at semester awards assemblies
- Weekly Second Step lessons
- Daily Classroom Meetings
- Eagle's Nest social/emotional classroom alternative setting
- Personal Responsibility program with quarterly incentive (1st – 6th)
- Bi-monthly SOAR activities
- TST process for prioritizing supports for students (academic and SEL)

Specify enhanced services for EL students:

- Attendance meetings to include EL levels and new criteria of the ELPAC
- ELPAC chats with targeted students
- Designated ELD instruction from certificated teacher
- Integrated ELD instruction in flexible groupings
- CWAS/RCA/HSL who will monitor EL students and need for support in SEL

Specify enhanced services for low-performing student groups:

- Re-entry meetings with families of students returning from a suspension (tier 2 & 3)
- Staff check ins with students showing low attendance or at risk of suspension based on misbehavior entries in ATLAS (tier 1 & 2)
- Monitoring of our at risk student groups (foster youth, EL status, Hispanic, special education students)
- Orange Level on dashboard - Students with Disabilities, Hispanic, White and ELs will be monitored

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0140 Eaton Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8125		53,651.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attn II	0.5000		36,544.00
G3A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.0625		4,128.00
G3A1	One-time School	Instruction	Mat & Supp			: Materials/supplies for students **No food or incentives**	3,809.00

\$98,132.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey- percent favorable in organizational culture domain	✓		94.12 %	2021-2022	97.22 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

- Monthly coffee hours on hold due to pandemic health protocols
- Monthly social club events
- Parent Faculty Club (PFC) membership (meetings on hold due to pandemic health protocols)
- Quarterly combined meetings of CCT (Climate Culture Team) and ILT (Instructional Leadership Team)
- Development of a TST (Targeted Support Team)
- Weekly newsletter to ALL staff

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Data:

Certificated Staff Racial/Ethnic Identity:

- 28 certificated teachers
- African American 7% (student enrollment 6%)
- Asian/Pacific Islander 7% (student enrollment 12%)
- Hispanic 18% (student enrollment 45%)
- White 68% (student enrollment 29%)

Staff Racial/Ethnic Identity (non certificated):

- 45 staff members
- African American 2%
- Asian/Pacific Islander 11%
- Hispanic 40%
- White 47%

Teaching staff years of experience:

- Less than 5 years: 7 teachers
- 6-10 years: 7 teachers
- More than 11 years: 14 teachers

- Due to pandemic health protocols, PL meetings were not held in person, and were limited
- Monthly coffee hours did not occur due to pandemic health protocols
- Parent Club was unable to be as active, lessening the number of school wide after school events

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Professional Learning (Site PL and PLC) opportunities inconsistently implemented as time was reduced per FTA and FUSD side letter agreement

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

- The TST will be a blend of staff to reflect the diversity of our school community, giving voice to all cultures as we review and implement SEL and academic supports for students (Goals 1, 3, & 4)
- Site PL and PLCs will be re-established to provide learning opportunities and reflection time on students' academic and social/emotional successes and challenges (Goals 1, 3, & 4)

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC met on January 18, 2022 and February 22, 2022 to discuss the following:

- Continue to hire individuals who are highly qualified and reflect the student population
- Consider experience with social/emotional instruction

2 ELAC:

ELAC met on January 18, 2022 and February 22, 2022 to discuss the following:

- Hire individuals who speak the languages of the school community
- Language learning opportunities for students

3 Staff:

During Buy Back on February 28, 2022, staff reviewed SPSA and made the following suggestions:

- Continue to hire individuals who are highly qualified and reflect the student population
- Provide opportunities for staff to engage in activities and events that promote a sense of belonging

Action 1

Title: Staff connection to site - Sense of belonging

Action Details:

During the 2022/2023 school year, Eaton Elementary will provide opportunities for staff to connect to each other and to our school community, creating a culture of belonging. Inclusionary practices learned through Cultural Proficiency training will be implemented and practiced daily. Staff will be given time to meet as PLCs and build relationships through their grade level and vertically throughout the school.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Monthly coffee hours (virtual/in-person) - attendance
- Social club participation - attendance
- Parent/Faculty Club Membership (PFC)
- Instructional Leadership Team (ILT) participation - attendance
- Climate Culture Team (CCT) participation - attendance
- Targeted Support Team (TST - tier II) participation - attendance
- Classified & certificated staff highlighted in weekly newsletter
- Quarterly whole staff professional learning
- Professional Learning Communities (PLC) for all staff (weekly/monthly)
- School Site Council participation (quarterly)
- HR staffing report

Owner(s):

- All staff
- VP
- Principal
- Data from Staff CC/SEL survey

Timeline:

- Weekly
- Monthly
- Quarterly

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- **Student Academics:**
- **Student Centered and Real-World Learning:**
- **Student Engagement:**

- **Student Academics:**
 - Increasing challenging content with integrated reading, writing, listening, and speaking, including academic discourse
 - Supporting reading foundational skills for early learners
 - Increasing focus, coherence, and rigor
 - Increasing the use of the eight mathematical practices
 - Ensuring conceptual understanding of mathematics, procedural skill & fluency, and application
 - Cultural proficiency and multicultural experiences
 - Inclusionary practices and opportunities
 - Essential standards and backwards mapping
 - Shared vision of effective instruction utilizing the Instructional Practice Guide (IPG): High expectations, challenging content, and student ownership
 - Digital literacy and personalized learning
 - Assessments
 - Professional Learning Communities
 - Substitutes for teachers for backwards mapping and planning - 2 days per teacher
 - Supplemental contracts for teachers for instructional planning in August - 6 hours per teacher
 - ILT members will analyze data, determine needs, plan for action, and engage in planning in support of leading their grade level PLC
- **Student Centered and Real-World Learning:**
 - Developing teacher expertise in targeting instruction utilizing a culturally proficient lens, creating opportunities for students to reflect and own their learning, navigating content and tools to support students
 - Increasing academic discourse leading to greater student ownership
 - Teachers will receive updates and information regarding student real-world learning experiences
- **Student Engagement:**
 - Substitutes for teachers for SSTs, IEPs, data chats, peer observation, and professional learning
 - Teachers will receive updates and information regarding student engagement in the school and community
 - Policies/procedures for attendance program and awards assemblies
 - Policies/procedures for daily attendance
 - CWAS, RCA, and HSL will follow up with students with chronic absences
 - Promote Saturday Academy and recruit teachers to lead and teach during sessions
 - ATLAS data entry for positive behaviors and misbehaviors

- MAC/CHAMPs
- Second Step curriculum
- Morning Meetings
- Tiered levels of response to behaviors
- Social emotional learning

Specify Professional Development or Staff Services to support EL students:

- Understanding the ELPAC Assessment
- Academic English Development through integrated and designated ELD
- Deconstruction ELD standards and alignment with ELA standards
- Use of the EL goal setting report to identify target students and their instructional needs
- Processes for monitoring implementation for instructional delivery
- Provide feedback to teachers

Specify Professional Development or Staff Services to support low-performing student groups:

- Analysis of student work to determine individual student need
- Inclusionary practice tool utilized through classroom walk-throughs

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓		81.94 %	2021-2022	91.04 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

School to Home/Home to School Communication Opportunities:

- Agenda/planners provided to all students in grades 3-6
- Homework folders provided to all students in grades TK-6
- Quarterly SSC/ELAC meetings held virtually
- Classroom use of Class Dojo and/or Remind app
- Email communication with a 24 hour turn around from school

School to Home Communication:

- Weekly school messenger
- Progress reports every 6 weeks (1-6)
- School website (peachjar) and social media page
- Parking lot marquee

- School community events were halted due to pandemic health protocols
- Inconsistent school community events scheduled through virtual platforms

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

- Family participation was limited to virtual experiences due to pandemic health protocols
- Technology access (internet, device, technological ability)

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Families were not invited to student celebrations/recognition events due to pandemic health protocols
- Opportunities for study trips, career presentations, and arts, activities, and athletics were impacted by pandemic health protocols

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

- ILT & CCT will collaborate to set a calendar that includes school community events for family participation
- Parent Club will reinstate events postponed due to pandemic health protocols
- Reinstate coffee hours (quarterly)

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC met on January 18, 2022 and February 22, 2022 to discuss the following:

- Open up school community events
- Showcase students through school programs

2 ELAC:

ELAC met on January 18, 2022 and February 22, 2022 to discuss the following:

- Open up school community events
- Showcase students through school programs

3 Staff:

During Buy Back on February 28, 2022, staff reviewed SPSA and made the following suggestions:

- Open up school community events for students and their families
- Flexible time and format for BTS and Open House

Action 1

Title: Sense of belonging for families and school community

Action Details:

During the 2022/2023 school year, Eaton Elementary will provide opportunities for family participation and involvement in a variety of activities to promote ownership and a sense of belonging. The Home School Liaison will take a lead role in reaching out to our families and community and bridge the path to the classroom.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Back to School/Open House/Cultural Fair Nights/ Parent-Teacher Conferences (annually)
- Semester awards (grades 3-6)
- Monthly awards (grades 1-2)
- Social Media outlets to generate interest in school events (weekly)
- School Site Council (SSC) participation (Quarterly)
- District Advisory Committee (DAC) participation (Quarterly)
- English Learner Advisory Committee (ELAC) participation (Quarterly)
- Parent Faculty Club (PFC) membership
- Parent Coffee Hours attendance (quarterly)
- School programs (minimum of 2 times/year) featuring students

Owner(s):

- HSL
- Families
- Staff
- PFC Exec. Board
- VP
- Principal

Timeline:

- Weekly
- Monthly
- Quarterly
- CC/SEL Parent survey

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- **Student Academics:**
- **Student Centered and Real-World Learning:**
- **Student Engagement:**

- **Student Academics:**
 - Teachers will review individual students' reading levels and scores at the fall parent conference and parents will make a commitment to ensure students read at home each night
 - Parents will receive student's test scores following each assessment administration and commit to reviewing the scores with their child
 - Ongoing communication of student progress through progress reports, quarterly report cards, ATLAS parent portal, EduText, and ISLP's and parents will commit to reviewing student progress with students
 - Parents will collaborate with the school through the use of student agendas (grades 3-6) and parents will commit to reviewing the agenda each night
 - Parents will collaborate with the school through the use of homework folders and commit to supporting their child in returning the completed homework in the folders
 - A minimum of four SSC and ELAC meetings will be scheduled throughout the school year
 - Parents will be invited to student celebrations/recognition assemblies and programs throughout the year
- **Student Centered and Real-World Learning:**
 - Parents will be informed about learning opportunities, e.g. study trips
 - Parents will be invited to present information about their career
 - Parents will be invited to participate/lead in clubs that support student engagement
- **Student Engagement:**
 - Parents will be informed about opportunities for intramural sports
 - Parents will be informed about opportunities for arts, activities, and athletics and give permission for students to participate
 - Quarterly parent meetings with coffee and food to encourage attendance and to provide information about the school and events
 - Parent handbook will be available online - information about policies, schedules, and events will be listed, as well as contact information for staff
 - Back to School night and Open House will be scheduled to invite parents into the classrooms and engage with the teacher and other families
 - Parents will be invited to celebrations/recognitions to support students achievements and engagements

Specify Direct Service and Opportunities for parents and families to support EL students:

- Teachers will review EL goal setting report, ELPAC, and academic assessment results with parents and provide guidance on how to help students reach English language proficiency
- Parent education classes will be provided as available
- Translating services will be provided as needed and available

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- Parents will be invited to Student Success Team (SST) meeting to collaboratively develop interventions necessary to support individual students
- Parents will be invited to attend attendance conferences in an effort to improve attendance and support parents' and students' commitment to improving attendance
- Parents will be invited to attend re-entry meetings when a child is returning to school from a suspension

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0140 Eaton Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation & homework folders **No food or incentives**	1,300.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			: Parent participation	500.00

\$1,800.00

2022-2023 Budget for SPSA/School Site Council

State/Federal Dept 0140 Eaton Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		9,653.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		10,646.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: BrainPOP site license	3,515.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials & supplies to support instruction **No food or incentives**	1,883.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub release peer observations/planning/data chats	11,089.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3125		8,871.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & supplies all programs	16,746.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Sub release EL IEPs/504s/SSTs	1,687.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Translation supplemental - No IEPs/504s	603.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors - Supplemental Contracts	2,499.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.0625		1,774.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials & supplies EL programs	1,209.00
G1A1	One-time School	Instruction	Teacher-Subs			TWT Peer observations (subs)	10,126.00
G1A1	One-time School	Instruction	Mat & Supp			: Materials for TWT **No food or incentives**	6,670.00
G1A1	One-time School	Instruction	Travel			: Training/Travel exp. TWT	10,135.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Supplemental for planning **No IEPs**	6,833.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Nearpod site license	950.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Frax Math site license (3rd-6th)	1,295.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Sub release for IEPs/SSTs/504s	4,339.00
G1A2	One-time School	Instruction	Nc-Equipment			: Technology-Lg monitors/classroom needs	40,000.00
G1A2	One-time School	Instruction	Direct-Maint			: Maintenance/repair tech.	1,000.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8125		53,651.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnd II	0.5000		36,544.00
G3A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.0625		4,128.00
G3A1	One-time School	Instruction	Mat & Supp			: Materials/supplies for students **No food or incentives**	3,809.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation & homework folders **No food or incentives**	1,300.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			: Parent participation	500.00

\$251,455.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$36,075.00
Sup & Conc	7090	\$131,240.00
LCFF: EL	7091	\$12,400.00
One-time School	7099	\$71,740.00
Grand Total		\$251,455.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$151,523.00
G3 - Increase student engagement in their school and community	\$98,132.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$1,800.00
Grand Total	\$251,455.00